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DISCUSSION OF ENTRANCE REQUIREMENTS IN HISTORY

THE table of Entrance Requirements in History (page 370) is well worthy of study by all persons interested in secondary education, and particularly by those having a special interest in historical studies in the schools. It furnishes materials for fruitful discussion in itself, and still more when taken in connection with the tables showing the requirements for admission to college in other subjects found in this number of THE REVIEW. Here, however, nothing more will be attempted than to make out some summaries that the reader will find helpful, and to emphasize some of them with a few appropriate remarks.

1. The table contains the names of sixty colleges and universities. All these institutions have A. B. courses, but only twenty-five have Ph. B., and forty-six B. S. courses. Ten have the classical course only. These are: Williams, Bryn Mawr, Vassar, Evelyn, Wellesley, and Barnard Colleges, and Johns Hopkins, Leland Stanford, Jr., Colby, and Indiana Universities. Western Reserve University alone has, in addition to the A. B. course, a Ph. B. course and no scientific course. Twenty-four institutions have all three courses, while twenty-one have B. S. courses and no Ph. B. courses.

2. Fifty-five colleges and universities make absolute requirements in history for admission to the classical course; three, the University of Tennessee, Tulane University, and Leland Stanford, Jr., make optional requirements; one other, Princeton College, makes no requirement whatever in this course. History is required for admission to all the Ph. B. courses, but three institutions having B. S. courses, Wesleyan University, the University of Vermont, and Washington and Jefferson College, make no requirements in history for entering them. Tulane University makes the same optional requirement in the B. S. as in the A. B.

course. Princeton, which makes no requirements for its A. B. course, makes them for its B. S. course.

3. Collectively, the sixty colleges and universities offer 131 courses of study, and make absolute requirements in history for admission to 123 of them. In other words, eight courses can be entered without any knowledge of history whatever, but in three of these the subject is optional.

4. Of the twenty-four institutions that have all the three courses, eleven make a uniform history requirement throughout. These are: De Pauw, Ohio State and Syracuse Universities, Tufts, Cornell, and Oberlin Colleges, and the Universities of North Carolina, Colorado, Chicago, Rochester, and Iowa.

5. Thirty-two institutions require for admission to their classical courses United States history, thirty-eight Greek, forty Roman, eleven General, five English, and one Mediæval and Modern history. Four call for civil government, and one demands political economy. Several also make a requirement in geography, ancient or modern, or both. Several colleges and universities offer options, as follows: Leland Stanford, Jr.: American, English, or Greek and Roman history. Tufts College: United States and English, Mediæval and Modern, or Greek and Roman history. Tulane University: United States or General history to the middle ages. Harvard University: Greek and Roman or United States and English history. The University of Chicago, besides its fixed requirement: Mediæval and Modern history. Evelyn College: United States or English history. The University of Nebraska: Greek and Roman or General European history, with a preference for the former. The University of Michigan: General history or Greek and Roman. The University of Tennessee: United States or Greek and Roman history. Ohio State University: General history or Greek and Roman history.

6. The requirements for eight of the Ph.B. courses show variations from the corresponding classical requirements; in seventeen of these courses the requirements are the same as in the classical. The University of California increases the require-

ment in United States history and adds Mediæval and Modern to the requirement in Ancient history. Hamilton College makes the same requirement in both, only the outlines of General history is substituted for Greek Antiquities. Brown University makes Greek and Roman history optional with English and American. Colgate University adds English history, and Lafayette College the history of the United States, to their classical requirements. The University of Michigan and Western Reserve University omit the Greek from the same requirements. Yale University drops the Greek and Roman history, but adds United States and English. One of the surprises of the table is the small stress attached to history as a requirement for admission by Yale University.

7. Of the forty-six B.S. courses, twenty-four make the same history requirement as the corresponding classical courses, fourteen the same as the corresponding Ph.B. courses. Eighteen offer variations from the classical, and three from the Ph.B. course. Particular attention may be directed to Tulane and Northwestern Universities. When the B.S. courses vary from the A.B. and Ph.B. they sometimes vary in the quantity of work required and sometimes in the kind. These variations may be studied with advantage. On the whole, the history requirements are weaker in the Ph.B. and B.S. courses than in the A.B. course. It is common to drop Greek and Roman history in the last course, and add Modern or English. In but very few cases is a requirement in United States history made where none is found in the corresponding classical course, or a classical requirement strengthened. There is some change in the options; Tulane removes an option and the University of Tennessee creates one. It may be remarked that Princeton makes a requirement in the history of the United States, having no requirement whatever in the A.B. course, and that Illinois offers the following options: Greek and Roman, English and United States, or General history.

8. This table contains some surprises, or at least some things that ought to be surprises in requirements for admission to American colleges and universities. One is the requirements in

the Ph.B. and B.S. courses. Another is the humble place that is assigned to the history of the United States, and particularly in these courses. It would seem that the omission of Greek, and sometimes of Latin, with a view to making more room for modern studies should provide a larger place for history, at least the National history. Perhaps the ideal in respect to history would be a uniform requirement in all courses, as in the eleven institutions referred to above; but certainly the National history ought not to be discriminated against in modern courses. Those persons who believe that in the near future increased attention will be given, in the schools, to vernacular studies and the National history as means of forming men's minds, will look for an early change in these particulars, and especially in the courses leading to the Ph.B. and B.S. degrees. That students should pass through secondary schools, or rather should enter college, without once meeting a positive history requirement of any kind, and particularly American history, is not creditable to the culture of the country or to the institutions that permit it. No doubt it is often very difficult to find room for history in sufficient measure; but really it is an important subject, and one for which, strictly speaking, there is no equivalent that can be substituted.

9. To furnish means of comparison with the standard or type of secondary study that is now most commonly referred to, the periods of time accorded to history by the Committee of Ten in the four typical courses that it prepared are subjoined.

Classical course, seven periods with an option of three more.

Latin-scientific course, six periods with an option of three more.

Modern languages, six periods with an option of three more.

English course, fourteen periods.

It is hard to find any pedagogical reason why as much time should not be given to history in the Latin-scientific and modern language courses as in the classical course. Furthermore, there is little reason to expect that good historical students will be made, or even can be made, when the whole subject is left to the college or university. No doubt the best advanced work in

history that is now done in the world is done in the universities of Germany, everything considered, and it is well known that the foundations of this work are laid in the elementary schools or low down in the gymnasia. The elements of history, national and foreign, modern and ancient, are elementary and secondary subjects ; and to postpone them until the last period of education is a wrong to the pupil, if not an indignity to the country.

Still other summaries could be made. Much care has been exercised in making those that are submitted, but it is not improbable that some inconsistencies will be found. If so, they have arisen from the inability of the writer in some cases decisively to interpret the meaning of the table. At all events the value of the summaries will not be seriously impaired by such inconsistencies as may occur.

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